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REPORT OF THE SUB-COMMITTEE ON TRAINING

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REPORT OF THE SUB-COMMITTEE ON TRAINING.

1. On the suggestion of the State Informal Consultative Committee, Government in G.O. No. 2432, Public (R.D.P.) dated 8th September 1958, appointed a Sub-Committee to go round the institutions set up for the training of Grama-sevaks and suggest ways and means to improve the training programme. The Sub-Committee was asked to visit the Rural Extension Training Centres including the Home Science Wings and the Workshop Wing, examine in detail the working of these centres and make suitable recommendations with special reference to the following points :—

(*a*) Method of selection of trainees.

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(*b*) Content of the training.

(*c*) Organisation of the training programme.

(*d*) Inspection of the training centre.

(*e*) Evaluation of the training programme.

The Sub-Committee was asked to complete the inspection of the centres within three months of its constitution and then submit a report. Owing, however, to other pre-occupations of the members of the Committee, the inspection of the centres could not be completed within the time prescribed and the Committee had to approach Government for extension of time for the submission of its report. The Committee has now inspected all the Rural Extension Training Centres including Home Science Wings and Workshop Wings and submits its report in the light of the discussions held in the course of its tours with the Principals, Chief Instructors of Home Economics Wings, other Instructors and the trainees and on an analysis of the materials furnished by the principals on the working of their respective centres. Materials were furnished by the principals with reference to a questionnaire sent to them in advance (Annexure). In submitting its report, the Committee has also taken into account and made use of the reports of the Expert Committee on training appointed by the Government of India, and of the report of Dr. K. C. Naik Dean, Agricultural College, Coimbatore, on his inspection of the Training Centres along with Dr. Ivan G. Fay, T.C.M. Expert.

BRIEF HISTORY OF THE TRAINING INSTITUTIONS SET UP UNDER THE COMMUNITY DEVELOPMENT PROGRAMME.

2. The essential feature of the Community Development Programme is that it provides for a coordinated approach to all problems of rural development. From the very inception of the

programme in 1952, it was recognised that the success of the programme will depend upon the diligence with which the Gramasevak—the crucial functionary of the programme—functions and great care, therefore, was taken in the recruitment and training of the Village Level Workers. Extension Taining Centres were started throughout the country to train multi-purpose Village Level Workers. But it soon became evident that the training for six months in extension methods given at these centres was inadequate and that it should be preceded by a preliminary course in basic agricultural subjects for atleast one year. The basic agricultural centres were, therefore, started in 1954, to fulfil this need. Candidates selected for appointment as Gramasevaks were required to undergo the basic agricultural course for one year and thereafter the extension training for six months. The basic agricultural schools and extension training centres were later integrated in 1957 and they are now called Rural Extension Training Centres. The Rural Extension Training Centres in this State are located at the following places :—

(1) Aduthurai, Thanjavur district.

(2) Pattukottai, Thanjavur district.

(3) Kallupatti, Madurai district.

(4) Kovilpatti, Tirunelvely district.

(5) S. V. Nagaram, North Arcot district.

(6) Krishnagiri, Salem district.

(7) Bhavanisagar, Coimbatore district.

Since the constitution of the Committee, the Rural Extension Training Centre at Gandhigram has been closed down.

3. The integrated course of the Rural Extension Training Centres which was initially for a period of 18 months has since last year been extended to two years on the recommendation of the C.O.P.P. Team of the Government of India. The syllabus for the course in the integrated course provides for theoretical and practical instruction in the following subjects :—

I. Agriculture—Soil management and Agricultural Engineering.

II. Agricultural Crop Husbandry.

III. Horticulture and plant protection.

IV. Animal Husbandry, Dairying and Veterinary Science.

V. Co-operation.

VI. Panchayats.

VII. Public Health.

VIII. Social Education.

IX. Extension Programme—Planning and related basic information.

X. Minor Engineering Works.

XI. Rural Industries.

Objectives of the training programme.

4. The adequacy of any programme of training for a class of workers can be judged only by the degree to which it equips the trainees for the proper fulfilment of the tasks assigned to them. The efficacy of the present course of training both in its theoretical and practical aspects can, therefore, be assessed only in relation to the work which the Village Level Worker is called upon to do in the course of his duties. In other words the training should be related to the " job chart " of the Gramasevak and should in fact become job oriented. This leads us to a consideration of the role of the Gramasevak in the Community Development Programme and a definition of his duties and responsibilities.

5. The role of the Gramasevak has been indicated briefly in Chapter III of the Manual on Community Development in these terms :

" The Gramasevak is the most important link in the administrative machinery of rural development. He is a multipurpose worker common to all development departments. He should generally perform such functions as are assigned to him by the Extension Officers for Agriculture, Animal Husbandry and Co-operation and Panchayats. He should also assist the Social Education Organiser. He should live in one of the villages within his group and should serve as a common channel between the villagers and the Government departments for all developmental activities ".

" The Gramasevak should be of real help to villagers and should acquire a first-hand knowledge of the local conditions, needs and difficulties. Being the sole channel for the development activities, he should maintain continuous and intimate touch with the villagers and enlist their co-operation. A good village survey is a pre-requisite for village work. He should, therefore, carefully study the conditions in each village, the attitude and habits of the village and the mental conditions of the villagers. He should also collect the data prescribed for the survey in accordance with the questionnaire supplied to him ".

" In order that he may have a clear picture of what he has to do in every village in his charge, he should prepare a comprehensive and integrated village plan under the directions of the Block Development Officer. These plans should not be based merely on the basis of official surveys, estimates and records but the wishes and felt needs of the people should be ascertained and

co-ordinated with the plan referred to above. He should know all the families in his group personally and intimately and then set about to give these families agricultural improvement plans taking into consideration their needs and resources. He should maintain a card for each family detailing what part of the programme had touched the family. He should maintain a daily diary and register ".

6. We have quoted in extenso the definitions of duties and responsibilities as embodied in the Manual on Community Development-because as far as we are aware, this is the only official and authoritative definition of the duties and responsibilities of the Gramasevaks. But even this definition, elaborate as it is, does not bring out clearly the duties of the Gramasevaks in the various spheres of development in which he has to interest himself.

7. We believe that the time has arrived when a clearer definition of the jobs of the Gramasevak should be attempted and the training programme recast so as to fit the Gramasevak for the discharge of his responsibilties as laid down.

8. The Expert Committee on training of project personnel examined this question of the objectives of the training programme and they attempted to define the kind of person who should emerge from the training institutions in the following terms :—

" That the Gramsevak is to be a multi purpose worker is not questioned. But what is suggested is, that eventhough his interest extends to the whole of the life of the village, there are certain aspects of the work in which he has to acquire more knowledge and more skill than in other aspects. It seems to us therefore that a very broad and useful definition of his role can be given by saying that his main interest should continue to be agriculture, that considering his qualifications, the aim should be to make him into a model farmer with a medium sized holding. In other words, he should be acquainted with the knowledge, practices and skills which a good farmer would require to get the maximum benefit out of his medium sized farm. By a good farmer, we mean not merely a person who manages his farm efficiently, but also one who takes an intelligent and active interest in the welfare of his village community and his duties and responsibilities as a citizen in a democracy. This definition of the role of a Gramasevak is clearly acceptable in that it emphasises that the primary role of a Gramasevak is that of an Agricultural Extension Worker. As agriculture is the main occupation of the villagers and as the economic improvement of the villagers can come about largely as a result of improvements in agricultural parctices and methods, the Gramasevak's main duties should be in the sphere of agriculture The Gramasevak, will, however, be able to play an effective role as an agricultural extension worker only if he is also trained in allied fields like Animal Husbandry, Co-operation and Panchayats.

We feel that a more fruitful approach will be to define the duties and responsibilities of the Gramasevaks in terms of certain technical and administrative skills that he should necessarily have if he is to function effectively as an extension agent of the Development Programme.

(1) The main work of the Gramasevak will lie in the field of agricultural production and to this end we feel that he should be trained to do all the work of Fieldman under the general guidance and control of the subject matter specialist at the Block level. There will not be adequate return for all the expenses incurred in training a Gramasevak if at the end of it he cannot even do all the work of a Fieldman who now has the same basic educational qualifications but undergoes training for a far shorter period in a farm attached to an Agricultural Research Station.

(2) Livestock play an important part in rural economy and a Gramasevak will be able to gain the confidence and goodwill of the villager only if he can tender practical advice to the farmers in the management of their cattle and he should be trained for this purpose. In more concrete terms, his training should be so oriented that at the end of it he wil be able to do all the work of a Stockman except that he will not himself treat the animals.

(3) The improvement of agricultural production is invariably and inextricably linked with the development of Co-operatives. It is not only that agriculture itself is to be progressively organised on a co-operative basis but it is also contemplated that services and supplies in the agricultural sphere are to be channelised more and more through co-operatives. This in turn implies that a Gramasevak will be able to play an effective role in the sphere of agricultural production if he is trained not merely in the co-operative ideology but is given an insight into the practical working of co-operative institutions. In more concrete terms, we feel that the Gramasevak's training in the sphere of co-operation should be so adjusted that at the end of it he will be able to attend to all the promotional work of an Inspector of Co-operative Societies. He should have a thorough knowledge of the rules and regulations of Co-operative Societies so that he will be in a position to assist the villagers in the organisation of credit and other types of co-operative societes. Only special types of co-operative societies like house construction societies, weavers' co-operatives should be outside his purview. He need not necessarily be qualified to audit a co-operative society but he should have sufficient knowledge of the Co-operative Societies Act and rules and the important departmental circulars, to be in a position to visit a Co-operative Society and advise its members on ways and means of improving its working.

(4) In pursuance of the recommendations of the C.O.P.P. Team, action has already been taken to initiate a process of democratic decentralisation under which Panchayat Unions formed for

each Community Development Block will assume responsibility for the implementation of the Community Development Programme. This in turn implies that the Village Level Workers will function under the general control and guidance of the Panchayat Unions. Village Level Workers should, therefore, have a thorough knowledge of the Panchayat Act and rules and while audit of Panchayats may continue to be the responsibility of a special staff of Deputy Panchayat Officers and the like, the Village Level Workers should be trained to be able to guide the small Village Panchayats in the discharge of their duties.

(5) While the gramasevaks main work will lie in the field of agricultural production the fact that he is a multipurpose worker should not be lost sight of. He should obviously have adequate knowledge of hygiene and sanitation. He should, therefore, continue to have training in the promotional and organisational aspects of health and hygiene.

(6) The Expert Committee on Training observed as follsws :—

"We do recognise that gramasevak has an important contribution to make in helping the villager to find remunerative occupations for his spare time. But we think that this contribution should be in the form of education and guidance to seek the assistance of the qualified persons rather than to attempt to impart training in the various industries to individual villagers or groups of villagers. If our idea of his role in this sphere is considered appropriate, we would suggest that the training in village industries should aim at giving him a reasonably clear idea of rural economy, the need for providing occupation for the enforced leisure hours of the rural population, the various kinds of village and cottage industries that exist in the region, the sources of raw materials, the technical organisations that can assist the people in obtaining help and instruction for improving their techniques, the institutional arrangements that exist for providing credit, marketing facilities, etc. Such instruction, by its nature, will largely be theoretical though it will have to be supplemented by observation of the working of the various kinds of village and cottage industries.

We endorse the view of the Expert Committee that the Gramasevak should continue to have training in Village Industries as indicated by the Expert Committee.

(7) Having conceded that the gramasevak is to be a multipurpose worker and his training is to be broad-based, the gramasevak will not be able to achieve much in the field, if he cannot bring people together as a team and work together for improvements which will benefit them all. Social education is the means whereby we get people to work together as a team. In other words, the value of Social Education is that it prepares the minds of the villagers to receive the Community Development Programme.

Social education would include these activities where people are brought together for self-improvement such as adult literacy, recreational and cultural activities, farm youth activity, etc. Gramasevaks should, therefore, continue to receive also training in Social Education as hitherto.

(8) On broad policy consideration, the Community Development machinery has no doubt been kept separate from the revenue machinery upto the sub-divisional level. It will no doubt be inexpedient to associate an extension worker in any way with the collection of revenue and other regulatory functions. But it cannot be denied that there is a large volume of revenue work which directly impinges on development programmes. It will also be admitted that a knowledge of the basic revenue laws, land tenures and land records at the village level is essential before any kind of local planning can be successfully attempted. To illustrate, the Government scheme of Takkavi loans has a direct bearing on the agricultural production programmes. A Gramasevak who advises a farmer on the adoption of improved techniques or views of new fertilisers, etc., should be in a position also to assist him in getting loans from the Government in pushing through the scheme advocated by him. A suggestion has already been made in certain quarters that Gramasevak should be progressively entrusted with enquiries into loan applications in block areas and that the special staff of Revenue Inspectors should be done away with. The Gramasevaks will, however be able to attend to this work, only if they are trained in survey and acquire a working knowledge of village records. In other words, in concrete terms, the Gramasevaks should have all the equipment of a Revenue Inspector but he will not be associated with the collection of land revenue or have control of village officers.

(9) We should not forget that the Gramasevak as an extension worker is also a Government servant and that Government work in the last analysis involves paper work. The Gramasevak though essentially a field worker has necessarily to maintain certain registers and records as laid down in the Manual of Village Level Workers records and various other orders of Government. He has to keep proper accounts for implements entrusted to him and he has to collect and furnish any information that may be required of him. It is, therefore, necessary that he should be given some training in the handling of correspondence in a Government organisation.

9. The definition which we have attempted above of the skills, technical and administration which a Gramasevak should possess may *prima facie* appear to be too ambitious. But, we feel that logically there is no escape from such a position, if the Community Development Programme is to achieve the objective which it originally set out to achieve. The essential feature of the Community Development Programme is that it provides for a unified approach

to the problem of rural life. The programme was based on the recognition of the fact that the villagers had to approach too many agencies for assistance which were generally far away from villages. It was also not possible for all the development departments to have an organisation extending down to the village level. The Gramasevak was therefore conceived of in these circumstances. It was felt that multi-purpose worker trained in all aspects of development should be provided for a compact group of 10 villages. It may be that, with further intensification of the developmental programme, the jurisdiction of the Gramasevak may have to be reduced further and ultimately, as visualised by the C.O.P.P., team, we may have to provide 20 villages for each block at a rate of a Gramasevak for a group of five villages. But whatever be the jurisdiction of the Gramasevak—and this is a matter which is to be determined largely by considerations of finance—he should be the agency through which the programmes of the different development departments impinge at the rural population. If this position which is in accordance with the original objective of the Community Development Programme is still held to be valid, the Gramasevak should be endowed with the necessary skills for fulfilling the role assigned to him and he will be able to play such a role only if his training is reoriented on the lines indicated above.

10. It has also been admitted on all hands that it is the quality of the Gramasevaks which will ultimately determine the success of the Community Development Programme. The quality of the Gramasevaks will in turn depend upon our ability to offer an attractive career to intelligent and educated rural youth. In the existing set up, there are not very many opportunities for the advancement for Gramasevaks. No doubt vague suggestions have been made from time to time that Gramasevaks could be put through special courses of training in professional institutions like the Agricultural College, Veterinary College and avenues of promotion in the technical departments thus created. But we fear that the technical department will cold shoulder all such suggestions as tending to lower the standard of the technical departments. In any case an autonomous body like the University may not also agree to the admission of Gramasevaks without the prescribed acadamic qualifications in professional colleges like Agricultural College and Veterinary College. It, therefore, follows that opportunities for promotion for the Gramasevaks should be found largely in the three non-technical departments viz., Revenue (which is really a General Administration Department), Co-operation and Panchayats. In suggesting that the Gramasevaks training should be adjusted so as to give him all the equipment needed of an Inspector of Co-operatives, an Inspector of Panchayats and Revenue Inspector, we are keeping these long term possibilities also in view and, in fact, our suggestions are calculated to facilitate these long-term arrangements. We are not suggesting that the initial training at the Rural Extension Training Centres will by itself fit the Gramasevaks for further advancement in General Administration,

Co-operation and Panchayat departments. What we are suggesting is that even at the training stage he should be given the minimum equipment necessary for the lowest level of executive officers in these Departments so that he may with further experience be fitted for more responsible posts in these Departments, his fitness for higher resposibilities assessed, if need be, by appropriate departmental tests.

11. The detailed suggestions which we have made further below in regard to the recruitment of Gramasevaks, syllabus of the training staffing pattern of the training institutions and facilities required at the training institutions, teaching methods, all are based upon and are related to the job chart of the Gramasevaks as conceived and set out by us in the earlier paragraphs.

Recruitment of Gramasevaks.

12. In November, 1956 the Government brought the posts of Gramasevaks Grade II within the purview of the Service Commission and the following procedure was laid down. The number of vacancies was to be intimated to the Service Commission by the Joint Development Commissioner. On receipt of the intimation the Commission would advertise the posts and conduct a written examination. Based on the performance at the written examination a list of candidates, who had obtained a certain percentage of marks, was to be furnished to the Joint Development Commissioner who would arrange to conduct a practical test for the candidates to judge their aptitude for rural work. A list of suitable candidates would be furnished by the Joint Development Commissioner to the Commission and after obtaining the Commission's concurrence the candidates who were medically fit would be sent for training in Rural Extension Training Centres.

13. The Principals are unanimously of the view that the existing method of selection of Gramasevaks is unsatisfactory and that quite a few of the candidates selected by the Madras Public Service Commission resign and take up some other jobs. Though an aptitude test has been prescribed for selection from among lists of candidates furnished by the Madras Public Service Commission, the standards have to be lowered with a view to get required number of candidates. The Principals are generally of the view that the endurance tests should be more stiff and that it will be better if the selection was made outside the purview of the Madras Public Service Commission. We are glad to note that Government themselves have since decided to take the posts of Gramasevaks outside the purview of the Madras Public Service Commission. The Gramasevaks' aptitude for service in rural areas has got to be assessed carefully and such assessment cannot be made by the normal process of recruitment through the Madras Public Service Commission. We suggest that there should be a preliminary selection of applications for posts of Gramasevaks by a

Committee at the District Lelvel, consisting of the Collector, District Agricultural Officer and a non-official prominently associated with the Community Development Programme and out of the panels prepared and submitted by these District Committees, a State Level Committee should make the selection after holding a practical aptitude test in one of the Rural Extension Training Centres. The Principal of the Centre shall assist in the final selection of candidates. In the course of discussions with the Principals, the Committee gathered the impression that the prospects at present open to Gramasevaks were not sufficiently advertised with the result that the recruitment does not attract the right type of candidates. If it were more widely known for instance, that 30 per cent of the posts of Gramasevaks are in the Upper Division and that there are chances of advancement of Gramasevaks upto the level of Social Education Organisers and Block Development Officers and that Government have on hand a programme for provision of quarters for Gramasevaks, a better class of candidates may come forward to serve as Gramasevaks. In any advertisement calling for applications for posts of Gramasevaks, the duties and conditions of service of Gramasevaks should be clearly set out so that only those who are prepared to accept active out-door work may apply for the posts.

14. The educational qualifications now prescribed for Gramasevaks is a completed Secondary School Leaving-Certificate. We examined the point whether there is any need for raising the educational qualifications, while it was felt desirable to recruit candidates from among Secondary School Leaving-Certificates with eligibility for College course, we felt that the existing qualification, namely a completed Secondary School Leaving-Certificate may stand, provided they have secured 40 per cent in the first language and in English, and 35 per cent in any two of the remaining three subjects and 30 per cent in the third subject. Those who have passed out the Post Basic Examination should also be eligible for appointment as Gramasevaks.

15. The scales of pay also influence largely the quality of recruits. The scale of pay of a Gramasevak is now almost identical with that of a lower division clerk; in fact the rate of increments for the Gramasevak is more generous than that of the lower division clerk. So any suggestions for improving the emoluments of Gramasevaks should be considered as part of the general problem of raising the emoluments of State Government employees of similar qualifications and responsibilities—the problem which is currently engaging the attention of the Pay Commission. We do not therefore make any specific proposals for the revision of the scales of pay of Gramasevaks as a factor which definitely influences the quality of the recruits to the cadre of Gramasevaks. We, however, find that, while a lower division clerk is straightaway posted without any pre-service training and starts drawing pay in his time scale, the Gramasevak who undergoes a course of

training for nearly two years draws only stipend during the period of training. A suggestion was made that the gramasevaks should even during the course of training be allowed to draw the initial pay of the post, further increments being sanctioned on satisfactory completion of training or that the Gramasevaks after regular appointment should be given two advance increments in the time scale corresponding to that of lower division clerks in view of the period of training undergone by them. This suggestion was considered by the Committee and we felt that it would be sufficient if the present rate of stipend of Rs. 40 per mensem is slightly enhanced to Rs. 45 per mensem (which is the rate allowed to Gramasevikas).

16. The recuritment of Gramasevak is now made from among persons aged between 19 and 25. As normally boys take their Secondary School Leaving-Certificate examination at the age of 16 or 17, this means that recruitment is now made from among persons who have had to wait for a few years after passing their Secondary School Leaving-Certificate. Such candidates are therefore not necessarily among the best students passing out of the High Schools. Most of the Principals felt that our aim should be to recruit young people and to this end the selection should be restricted to the age group of 16 to 21. This lowering of the age limit would enable us to recruit as Gramsevak young men soon after they pass their Secondary School Leaving-Certificate examination. Such boys are likely to retain their keenness and intellectual alertness and are therefore likely to benefit more from the training imparted at the various centres. Dr. Naik who inspected the Training Centres in the company of Prof. Ivan Fay, T.C.M., has also expressed the same view in his reports : "It seems that a candidate who has just passed out of the High School stage would be a more suitable candidate to be inculcated the spirit and philosophy of the rual services and to be trained as a disciplined and reflective citizen to be devoted to social service and rural development than one who looks the Rural Extension Training Centres as almost the last refuge". We are also aware of the advantages of recruiting gramasevaks from a higher age group. These will have a better knowledge of men and affairs and they are also likely to be listened to with greater respect by the villagers. A decision has to be reached on a balancing of various considerations and after a consideration of the question in all its aspects, we suggest that recruitment may be restricted to the age group 16–23.

17. Whatever be the method of selection or the age group from which selection is made, we are convinced that a careful review of the progress of the trainees during the early stages should be made and persons with no aptitude for learning or service in rural areas should be weeded out. One Principal was indeed of the view that left to himself in a batch of 120 which had passed through him, he would have weeded out 80. While proposing weeding

out of trainees after an initial period of observation at the trainin centre, the Principals felt that it will be too embarassing for them to make this review and frame proposals for the weeding out of unsuitable trainees and that it will be better if the review is made by an outside authority like the Assistant Development Commissioner (Training) after the first quarterly examination is held.

Syllabus.

18. The syllabus for the integrated scheme of training was drawn by a committee of Experts appointed by the Government of India and this syllabus was also scrutinised by a Conference of all the Principals in the State. On such scrutiny the State Government have finalised and issued one syllabus in the Public (Rural Development Project) Memorandum No. 12495/RDP VIII 58-4, dated 26th February 1959. We do not have many changes to suggest to the syllabus which has been laid down after such mature deliberations and which has due regard to the multifarious responsibilities of the Gramasevak.

19. In the course of our discussions with Instructors and Trainees we have often heard a criticism that the syllabus particularly under Agriculture is highly theoretical and will admit of considerable simplification. We do not subscribe to this view. An extension worker like the Gramasevak will be effective only if he can inspire the confidence of the agriculturists and this he will be able to do only if he is clear in his own mind as what advice he is to tender to them and give reasons in support of his advice. This he will be able to do only if he has acquired sound knowledge of theory also. The criticism that the present syllabus is theoretical is probably only a reflection of the feeling that the Gramasevaks do not have adequate opportunities for practical training and that theory is not correlated to practice. The syllabus as redrafted gives due recognition to camp as well as field practicals. If our suggestions in regard to provision of certain basic facilities and teaching aids are also accepted, the training will become more purposive and useful and theory and practice will take their due place in a balanced course.

20. In the course of our tours our attention has been drawn to the scepticism expressed in certain quarters whether even the Gramasevaks passing out of the two years' integrated course will be as effective as fieldmen in agricultural extension work. We are not sure how far this criticism is based on actual observation of the deficiencies of the Gramasevaks in the field or how far they are merely due to departmental prejudices which one frequently comes across particularly in the lower levels of the official hierarchy. We will only observe that Gramasevaks have the same basic educational qualifications as fieldmen, and also undergo a much larger course of training in agricultural and allied subjects, and that the training centres are headed by senior agricultural officers with

considerable experience of extension work. It is therefore difficult for us to believe how gramsevaks as a class can fail to be as useful as fieldmen. We will also like to point out that the training of the gramasevaks does not end at the training centres. Their training is a continuous process. The Agriculture and other technical departments by arranging for the inservice training of gramasevaks through their District Officers and by constant supply of literature are expected to maintain and improve the efficiency of Gramasevaks as extension workers. The subject matter specialists at the block level are also expected to provide constant guidance to the gramasevaks. We have reason to fear that the failure of the gramasevaks to fulfil all that was expected of them may be due more to the break down of the arrangements for *in-service* training than to any serious deficiencies in the training as imparted in the Rural Extension Training Centres—We will therefore urge that Government should impress on all Heads of Departments the importance of close supervision of the in-service training programmes for which they are now sesponsible.

21. The syllabus under panchayats and co-operation should be recast in view of the increasing stress on the development of these two village organisations as the instruments of economic progress in rural areas. The growth in the activities of panchayats and co-operatives will soon throw additional work on the field staff of these departments and we feel that gramasevaks as extension agents of all development departments at the villages will have to be equipped to shoulder these additional responsibilities. The syllabus under these two heads will have to be re-cast in consultation with heads of departments. We will only urge that the syllabus should be so redesigned as to enable a gramasevak to organise, and guide all service co-operatives, milk supply societies and the like at the village level. Special type of societies like house construction societies may be the concern of the departmental staff specially trained for the purpose like-wise under Panchayats the gramasevaks should have a thorough knowledge of the Madras Panchayats Act and Rules and of all the accounts and records to be maintained by village panchayats.

22. We have stressed that the gramasevaks should have some elementary knowledge of revenue records, survey and office procedure. To this end we suggest that the syllabus should provide for theoretical and practical instruction in the following :—

1. Chain Survey Manual ... ...
2. Village Accounts maintained by the Karnam and village headman ... ...
3. Portions of village officers and Ryots' Manual ...
4. Manual of village level workers' records ...
5. Takkavi Manual. (Portions relating to enquiries into applications for loans and village and taluk loan accounts) ... ...
6. Block Office Manual which is under compilation.

23. The objectives of the training programme in respect of each above could be secured by suitably adjusting the course under Public Health, Social Education and Rural Industries.

23. The objectives of the training programme in respect of each subject may also be incorporated in the syllabus itself so that the Instructors in the Rural Extension Training Centres may have a clear picture of what the gamasevak is expected to do in the field.

Facilities and teaching aid at the training centres.

24 The Committee feels that in regard to training failities in eait. Centre, the following standards prescribed by the Government of India may be adopted with advantage :—

	Serial number and training facilities.	*Standard prescribed.*
	(1)	(2)
1	Agriculture Farm	Thirty acres minimum including 2 to 3 acres under orchard and fruit nursery. At least ¼th area to be irrigated.
2	Dairy	Ten milch cattle of recommended breed and the equipment necessary for practical training in dairying
3	Poultry	Fifty poultry birds of recommended breed of the area and equipment for hatching and rearing purposes.
4	Agricultural museum ..	It should contain improved implements, seeds, fertilizers, insecticides, agricultural products of the area, models charts and posters, etc They should be properly labelled and systematically arranged and should be frequently used as a teaching aid.
5	Plant Protection Unit ..	Adequate number of dusters, sprayer. and insecticides for giving conprehensive training.
6	Veterinary Dispensary . ..	Necessary equipment and medicine for practical training.
7	Fruits and Vegetable preservation equipment.	Simple equipment for home scale preparation of a few products.
8	Library and Reading Room.	Well equipped with the multiple copies of books and publication of all allied subjects preferably in regional language
9	Agricultural Workshop ..	A small workshop for giving elementary training in repairing the implements. (Only where agricultural workshop wings are not attached.)
10	First Aid Unit	Equipment for imparting First Aid Training.
11	Village Industries	Equipment necessary for imparting practical training in the few selected village industries of the area including traditional and Ambar Charkha.

25. The Committee urges that immediate steps should be taken so that each Training Centre is fuly equipped with the facilities detailed above. In particular the agricultural farms attached to the training centres should be sufficiently large to permit the allotment of individual plots to trainees for cultivation. We endorse the observations of Dr. Naik in his report from which we have already quoted. " Plot cultivation has to be an integral part of the training and unless each trainee is allowed to take the operations in his plot by himself, prepare the forecast of operations on the previous day, to be scrutinised and commented upon by the teacher, maintain cultivation sheets to work out for himself the cost of production and margin of profit from the crop he has himself raised, it is difficult to expect the trainee to acquire the necessary training on the basis of which alone he can approach the villager with confidence and inspire the villager to adopt his advice ". The Committee has also made a rapid survey of the other facilities in the Centres and makes the following recommendations in respect of these centres :—

(1) *Rural Extension Training Centre, S. V. Nagaram.*—There is already a farm of about 25 acres and an orchard of about 1·5 acres. This is considered quite adequate for the present. A dairy unit has also been sanctioned.

(2) *R.E.T.C., Krishnagiri.*—The farm attached to the Centre is only of 20 acres extent and it may be expanded to 30 acres so as to provide individual plot cultivation for the trainees. This centre has to be provided with a Dairy, Poultry and Bee-keeping Unit. A separate building for library and reading room is necessary. The present lecture hall is also unsuitable. Efforts will have to be taken to provide a museum and also a small workshop for giving elementary training in the repair of agricultural implements. The present supply of water for drinking purposes is not adequate and the possibility of providing another well with overhead tank will have to be considered. Adequate sanitary facilities have also to be provided for the trainees.

(3) *R.E.T.C., Pattukottai.*—The farm area is 10·90 acres and this should be expanded to 30 acres, the minimum required for a farm attached to the R.E.T.C. An extent of 1·33 acres now being utilised for orchard and nursery is adequate. A dairy unit has also to be established at this Centre.

(4) *R.E.T.C., T. Kallupatti.*—Adequate farm facilities exist at this centre. Steps should be taken to get the milch animals for the dairy unit already sanctioned for this Centre. Not all the members of the staff have yet been provided with quarters and steps should be taken to expedite the construction of quarters for the rest of the staff also.

(5) *R.E.T.C., Koilpatti.*—This is the only centre which has no agricultural farm of its own till now and the Committee strongly feels that in order to improve the quality of training a farm of 30

acres is absolutely necessary and that immediate steps should be taken to acquire a farm for this Centre. The Centre has also not been equipped with a separate dairy, poultry and bee-keeping units and steps have to be taken to provide these facilities. The drinking water supply has been found to be inadequate and the possibility of providing additional supply of drinking water has to be explored. The staff are not also living in the campus as they have not been provided with quarters. We attach great importance to the participation by the staff in the community life of the Centre and to this end suggest that construction of quarters for all the staff should be taken on hand urgently and completed quickly.

(6) *R.E.T.C., Aduthurai.*—There is a 10 acres farm for this Centre and the farm may be expanded to at least 20 acres to afford adequate scope for practical training to the sixty gramasevaks undergoing training in this Centre. A dairy unit has to be established for this Centre also.

(7) *R.E.T.C., Bhavanisagar.*—There is a 50 acres agricultural farm for this Centre and this is quite adequate. The milch animals sanctioned for the dairy unit at this centre should be purchased and the unit started as early as possible.

26. *Library.*—The Library is stocked mainly with technical books in English supplied by the T.C.M. They are used mainly by the Instructors in the preparation of their lecture notes; there are very few books which can be referred to by the trainees with facility. It is necessary to inculcate in the trainees intellectual curiosity, as without it an extension worker cannot keep abreast of the latest developments in different subjects. If the gramasevaks acquire the reading habit even at the training stage, they are not likely to develop it later on being posted to blocks when they would be busy with their chores. In Bhavanisagar the staff are bringing out a fortnightly publication called " Seithikathir " in which among others are published extracts from technical journals. This effort is commendable; but has to be systamatised and organised at a higher level. The work of preparing suitable literature on agriculture, animal husbandry, co-operation, etc., in regional languages which can be made use of by Gramasevaks and other extension workers cannot be postponed any longer and should receive the serious attention of the Departments. Dr. Naik has also observed in his report: " An earnest attempt to compile and translate useful agricultural literature on a State basis and also to issue periodically a journal which would be meeting not only the requirements of the trainees in the Rural Extension Training Centres but also the Gramasevaks in their field work would go a long way to furnish information on the day to day progress of scientific agriculture. Besides serving as a medium of education, the periodicals to be issued on the State-wide basis should also contain popular articles written by the specialists on various subjects and also by successful enlightened farmers so that all such

information of practical value may freely flow to the Gramasevaks and the trainees and thus equip them better for the role they have to play in the improvement of the farming community.

27. The library should also bemaintained on the "open access system" so that the trainees may acquire the habit of "browsing" among books and choosing for themselves books of interest and value. It will be advantageous if the back numbers of special and technical journals are bound periodically and kept ready for easy reference.

28. *Museum.*—A fairly good museum is now maintained in Bhavanisagar, S.V. Nagaram and Pattukottai. In Kovilpatti for want of sufficient accommodation a good museum is yet to be developed. These museums should display the various improved implements including plant protection equipment which the Gramasevaks will be later called upon to popularise and the Gramasevaks should be trained to handle them with ease and competence. Mere models of these implements will not suffice. Samples of fertilisers, insecticides, pesticides and the different improved strains should be kept so that by constant observations the gramasevaks may learn to identify and distinguish them. Specimens of local pests and diseases should be collected and displayed; they should bear labels indicating their local names. We also commend the suggestion of Dr. Naik that specimens of soil profile may be kept in the museum. "Each centre may have three to six feet soil profiles of the typical soil found in the region to familiarise the students not only with the actual conditions in their respective regions but aso with the agronomic treatments necessary in each case."

29. *Audio Visual equipment.*—As part of T.C.M. equipment each Extension Training Centre has already been supplied with 16 mm. projector, films, film strips, epidiascope, etc. The value of such 'projected' visual aids as well as such non-projected aids as charts, posters, flannel graphs, flash cards is recognised generally and has been stressed particularly in the recent Seminars in Hyderabad attended by the Principals and Instructors. But they are yet to be used on a large scale in day to day teaching. As one of the Principals urged before us, each Instructor should be required to indicate in his notes of lessons the appropriate visual aids to be employed to elucidate particular concepts. Each instructor should prepare his own audio visual aids and the gramasevaks should also be trained in their preparation as they will have to employ them in their daily extension work.

30. *Attaching a block to a training centre.*—In order to overcome difficulties, if any, in the matter of arranging the field programme for the gramasevaks, the Government have already attached the Bhavanisagar Block to the Rural Extension Training

Centre, Bhavanisagar as an experimental measure. The Principal is in charge of the centre as well as the Block and the Block Development Officer assists the Principal in his work. The question whether such an arrangement is really necessary in respect of the other centres was examined by the Committee, in consultation with the Principals. The Principals were of the view that if a Block is attached to the training centre, they will not be able to devote their undivided attention to the training programme. Further they also referred to some administrative difficulties in the entrustment of Block work to them. They expressed the feeling that there is no difficulty at all in arranging the field programme for the gramasevaks even now in consultation with the Block Development Officers. The fact that the Block Development Officers and Principals are alike under the control of Additional Development Commissioner makes co-ordination easier. In the circumstances, we feel that it is not necessary to attach a Block to the Training Centre and place the Principal in charge of the Block. It is also not necessary to continue the existing arrangement at Bhavanisagar and the Principal at that centre may, therefore, be relieved of the Block work.

31. *Staffing pattern.*—The comprehensive nature of the syllabus prescribed for the training of gramasevaks is reflected in the staffing pattern approved for the training centres. The normal staff of a training centre is as follows :—

Principal	1 (A District Agricultural Officer.)
Instructors in Agriculture	3 for all the Centres.
	2 for Aduthurai.
Farm Superviser	1
Instructor in A. H.	1
Instructer in Co-operation	1
Instructor in S.E.	1
Instructor in K & V. I.	2 Instructors in six centres and one in the Centre at Aduthurai.
Instructors in Public Health	1 (one for each centre.)
Workshop Mechanic	1 (one for each centre except T. Kallupatti.)
Film Operator	1 (one post in each of the centres at T. Kallupatti, Bhavanisagar and Krishnagiri.

32. The organisation of these training centres with staff drawn from different departments and their fusion into a team has been a remarkable achievement. The staff has to be drawn from different development departments which had till then been functioning largely in isolation; they had to be drawn mostly from urban centres and posted to the training centres located in rural areas without many of the amenities to which they had been accustomed; their work in the respective departments had been mainly of an executive nature with very little opportunities for teaching: they had also invariably learned their special subjects

through the medium of English while in the training centres they had to employ the regional languages in imparting training to the Gramasevaks. These were the formidable difficulties that had to be faced in the initial stages of the establishment of these training centres and even the limited success that has been achieved in the training of Gramasevaks is testimony to the diligence, devotion and sense of mission which the Principals and staff have generally brought to bear on the important work entrusted to their care. We have laid stress on the difficulties faced by the Principals and Instructors in order that the suggestions made by us for the improvement of the training programme may be appreciated in their perspective.

33. The main deficiency in the equipment of the staff of the training centres is that they had received no special course of training in teaching methods. As the staff were also selected in consultation with Heads of Departments and there was no special "Screening" of the persons proposed for selection by Heads of Departments it was not possible to ascertain whether the staff had even aptitude for teaching in the sense of being able to put across their ideas effectively. In the result the selection of Instructors was not always quite happy. A syllabus may be carefully drafted; all teaching aids and facilities may be provided; arrangements for supervision may be streamlined; but if the Instructors are not of the proper type, the desired results will not be achieved. We will therefore like to stress that the present admittedly haphazard methods of selections and postings of Principals and Instructors should be systematised. Government have themselves recognised the need for improving the procedure for selection of Instructors and to this end have laid down that the selection of Instructors should be made by a Committee consisting of J.D.C. and Head of the Department concerned with the Deputy Secretary to Government in charge of Training as Member-Secretary. We would suggest that this Committee should select the personnel only after interviewing them and after a careful review of their records of service. This committee should also review the work of the Instructors annually on the basis of special reports to be obtained from Principals. Normally none should be selected unless he has had a minimum field experience of three years as the Instructors will have to correlate his teaching to his own experience in the field. In a few cases in the recent past agricultural graduates fresh from college had been posted as Instructors and they could not obviously win the confidence and esteem of the trainees. In fact one of the Instructors had to be subsequently reverted because he had failed in the examination. Such instances should not be allowed to recur and Heads of Department should propose only the best men in their Departments for service in the R.E.T.Cs. We hope that the special pay of Rs. 25 attached to the posts of Instructors will provide adeqoate compensation for such experienced personnel joining the training centres.

34. Care should also be taken to ensure that frequent changes in training personnel are avoided. Normally no Instructor whose work is satisfactory should be transferred within a period of three years; even if an Instructor secured promotion to a higher post meanwhile his service rights should be protected and he should be allowed to continue till the completion of the particular course of training. Gramasevaks with whom we had frank discussions in most of the training centres were highly critical of the changes of personnel during the course of training.

35. *Adequacy.*—The present scale of staff for the training centres is adequate, though the workload of Instructors in Co-operation, Public Health may appear to be too light. It should be remembered that all the staff have to assist in field practicals and also participate in the Community activities in the centre.

36. The Government have last year retrenched the post of Instructor in Panchayat as there is not enough teaching work to warrant the employment of a full time Instructor. The Extension Officer for Panchayat of the block in which the training Centre is located has been imparting training in Panchayat and had been allowed an honorarium of Rs. 20. The Community Development Programme is in future to be entrusted to Panchayat Unions for execution and the Gramasevaks will work under the general control of Panchayat Unions. They should therefore have a thorough knowledge of the working of Panchayats and Panchayats unions and provisions of the Madras Panchayats Act. We would therefore suggest the revival of the post of Instructor in Panchayat. The syllabus should also be revised so as to reflect the current emphasis on Panchayats.

37. We have already indicated that every gramasevak should have a basic knowledge of cadastral survey, land records, and revenue work in general. The syllabus now provides for a rudimentary course of training in survey and this is imparted by the District Surveyors. The present arrangements will not suffice if the more comprehensive training we have in view is to be given. We therefore suggest the appointment of a Deputy Tahsildar with a teaching special pay of Rs. 25 in all the centres to give the gramasevaks training in survey land records, revenue work and office procedure. The gramasevaks who receive this training will be better equipped to maintain the records prescribed in the Manual of Village Level Workers records and also enquire into application for loans from agriculturists.

38. We have been asked specifically to examine whether there is a need for two instructors in khadi and village industries at the training centres. All the extension training centres except Aduthurai have now two Instructors in khadi and village industries. The Principals were generally of the view that one Instructor in these subjects will suffice. The Principal, Kallupatti, however

felt that a special programme of training of Gramasevaks in the Model Industries Training Centre was being implemented and as the Instructor in Khadi and Village Industries was being asked to assist the trainees there will be need for the two Instructors at his centre. We feel that in all the R.E.T.Cs. to which a Home Science wing is attached there will be need for two Instructors in Khadi and Village Industries and in other centres one Instructor in Khadi and Village Industries is sufficient.

39. The question whether training in Yoga is necessary for Gramasevaks especially when they have enough of practical outdoor work to do as part of the curriculum was examined. We feel that this training will not only benefit the Gramasevaks themselves but will also enable them to inculcate in the minds of village youth the need for Yoga and other physical exercises. We therefore recommend that the Instructor in Yoga may continue.

40. *Evaluation.*—Evaluation is a relatively new technical term introduced to designate a more comprehensive concept of measurement than is implied in conventional tests and examination. In examination the emphasis is on measuring achievement in single aspects of subject matter or in specific skills and abilities. But the emphasis in evalution is upon broad personality changes. Evaluation measures not merely the product at the end of an educational programme but measures the process of the changes involved by the programme. The person, process and the product are assessed through varied devices. One of the chief characteristics of evaluation is that it is *comprehensive.* It includes not only subject matter achievement but also attitudes, interests, ideals working habits and personal and social adaptability.

41. The second characteristic of evaluation is that it should be continuous and be part of the educational process. Education is not a product; it is a process. It is an evergrowing developing thing. It is continuous. In this process cause produces effect and the effect in turn becomes the cause. This continuity should be watched, assessed and evaluated in terms of the objectives of the whole training programme as well as the specific objectives of each course in the total programme. This will involve observation of every trainee at work, in the class, outside, on the fields, in the playground, etc.

42. The third characteristic of a sound evaluation programme is that it should be done not merely by the teachers but also by the students. This self-evalution will help the trainee to develop facility in appraising their own personal accomplishments and deficiencies. Guided experience in critical self-evaluation will help them to develop abilities in proposing and executing plans for improving their strengths and overcoming their weakness. It may be argued that the students will not have the objective attitude necessary to measure and assess themselves. But this is exactly

what is proposed by giving the trainees who will have the necessary maturity to train themselves in being objective and self-critical. This probably will give them enough skills and technique to know themselves in the proper perspective.

43. The fourth characteristic of evaluatoin is that it will use varied techniques of appraised and utilize many sources of data. The present practice is to use paper-pencil tests at the end of a term or course and come to a conclusion on the basis of data available through these examinations. This is very narrow. To remedy this, evaluation makes use of varied instruments like achievement, attitude. personality and character tests, rating scales, controlled observation techniques, anecdotal records and situational reports. The data collected through these technique will have to be integrated and interpreted to come to a jodgment regarding the behavioor changes effected in a person.

44. During our visits to the Training Centres we observed that only in one or two centres alone any attempt was made towards anything which may be called evaluation. A good training programme must have its stated long term and short term objectives. The evaluation must be carried out in relation to these objectives and the approrpriate curricular activities.

45. We suggest that the staff members make an effort to study and understand the implication of a sound evaluation programme and apply that in their teaching situation. The principals and the other staff members who have had some kind of orientation programme should help their other colleagues to study these techniques. Many of the books on Education, Methodology and Extention Methods will contain a chapter or two on Evaluation. These may be made use of for intensive study during staff meetings.

46. The evaluation of the training from a technical point of view is now being made quarterly by the District Agricultural Officer and the District Veterinary Officer on the one hand and the Principal on the other. This practice is sound and should be continued. Similar joint reviews may be made by the District Officers of other technical departments also viz., Co-operation. Panchayats, Health, etc. Such reviews should be made by officers of technical departments at a higher level such as Deputy Director of Agriculture. Joint Registrar of Co-operative Societies, etc., and the programme for such joint reviews may be fixed by the Principals in consultation with the officers concerned sufficiently early so that the work in the R.E.T.Cs. may not be dislocated. The results of such joint reviews should be submitted to the Head of the Department in charge of training as well as the Head of the department concerned.

47. The question whether there should be a final examination by an external Board of Examiners has been specially considered by us. Dr. Naik was categorical in his report that there should

be such external examination. He observed that " considering the various drawbacks in the existing system of recruitment of the teaching personnel, it is felt that a more periodical and objective appraisal by a body of competent persons in each speciality would be a step in the right direction. Such an evaluation would also help in suggesting means of reorientation of the teaching methods and courses from time to time. Unless the main responsibility for evaluation of the students' performance is assigned to external examiners it is doubtful if an objective appraisal of the trainee would be even possible. This would also counter the wide disparity already noticed by the Expert Committee in the system and methods of training at the various Centres ".

48. We do not deny that an external examination would facilitate an objective evaluation of the trainees. Nor do we underestimate the importance of ensuring uniformity of standards in all training centres. We only fear whether the stress on external examinations will tend towards concentrating the attention of teachers and trainees alike on success in the examination to the neglect of practical training and community work and inculcation of those qualities of heart and mind so essential to an extension worker. We suggest that the revised schemes of examination recently introduced should be kept constantly under review and that the evils of an external examination should be tempered by the acceptance of data supplied by the staff council of each Centre regarding every trainee. Final passing or failing of a trainee will depend on his day to day performance and behaviour taken together with achievement marks in the class tests and in the end of the course external examination. It is our suggestion that the external examination should have 50 per cent weightage, the internal examination should have 25 per cent and the appraisal of work habits, sociability, character development made available through techniques like controlled observation and total records, reports, etc., and reduced in terms of scores will have 25 per cent weightage in the passing minimum.

49. *Inspection of Training Centres.*—The Joint Development Commissioner (since Additional Development Commissioner) is now in charge of the direction of all training programmes and he is assisted by an Assistant Development Commissioner. There are now seven Rural Extension Training Centres, three Home Economics Wings, and one Workshop Wing. One more Workshop Wing is scheduledt o be set up by the end of this year and another Home Economics Wing has been planned to be opened next year.
Wing is scheduled to beb set up by the end of this year and another
We understand that in view of proposals separately under contemplation to increase the number of Gramasevakas in a block from 10 to 12 during the Third Five-Year Plan, all the seven Centres may have to be retained. The work in regard to supervision of the training centres will soon therefore demand the full attention of an

Officer of high standing. There is also no need for closer supervision of the inservice training of Gramasevaks which is now the responsibility of the District Officers of different technical departments. Non-institutional programmes for the training of Village Leaders, members of Block Development Committee and members of panchayats and panchayat unions have now assumed great importance in view of the current determination to make the Community Development Programme a people's programme. These also point to the need for creation of the post of a full-time Director of Training who will organize, supervise and review of all the different programmes of training. We suggest that provision for this purpose may be made in the Third Five-Year Plan and Government of India also approcahed for the requisite financial assistance.

Home Science Wings.

50. Early in 1954, it was felt that the Community Development Programme cannot achieve its objectives unless the lot of the women in the village was also improved. It was, therefore, decided to have at least two Gramasevikas in each Community Development Block. In order to provide the necessary training for the Gramasevikas, Home Science Wings were started throughout the country and two Wings were established in July 1955 in this State, one attached to the Rural Extension Training Centre, T. Kallupatti and the other Wing atached to the Rural Extension Training Centre, Gandhigram. Subsequently the Wing at Gandhigram was shifted to the Rural Extension Training Centre, Bhavanisagar. Each of these Wings was capable of training 20 Gramasevikas per year. Consequent on the decision of the Government of India to abolish the distinction between Community Development and National Extension Service blocks and to provide two Gramasevikas in each block it became necessary to augment the training facilities and the strength of each of the Home Science Wings was increased from 20 to 25 and recently the strength has been further increased to 40 per wing. A new Home Science Wing capabble of training 40 Gramasevikas per year has also started functioning in the Rural Extension Training Centre. S. V. Nagaram, since July 1959. Candidates selected as Gramasevikas should successfully complete the one year course of training in Home Science in any of the three wings mentioned above before they are posted to the blocks. During the period of training they are paid stipend at the rate of Rs. 45 per mensem. Instruction is imparted in the following subjects :—

(1) Agriculture and allied subjects.

(2) Health and Sanitation.

(3) Mother and Child Care.

(4) Food and nutrition.

(5) Home Management.

(6) Clothing.

(7) Crafts.

(8) Co-operation.

(9) Extension—philosophy and techniques.

(10) Office procedure and records.

51. The recruitment for the post of Gramasevikas has been entrusted to a Standing Committee. The Committee interviews the candidates in the Rural Extension Training Centres where the Home Science Wings are established. The Chief Instructors of the Home Science Wings assist the Standing Committee at the time of recruitment of candidates. The candidates who are between 21 and 30 years and who have appeared for the Secondary School-Leaving Certificate Examination are qualified for recruitment as Gramasevikas. In the case of Scheduled Caste candidates, the upper age limit has been raised to 35 years. The Committee feels that the existing qualifications may stand for the present though it will be preferable to recruit candidates, who have passed the Secondary School-Leaving Certificate Examination and are eligible for the College course. Preference may also be shown to the candidates who come from rural areas.

52. A suggestion was made that it may be necessary to allow the Gramasevikas during the period of training pay and allowances which are admissible to them in lieu of the stipend of Rs. 45 per mensem in order to attract sufficient number of qualified candidates. This suggestion was considered by the Committee and we feel that it would be sufficient if they are allowed to draw the present rate of stipend of Rs. 45 pe mensem.

53. As regards the facilities in the Home Science Wings, additional buildings and equipment are necessary, consequent on the increase in the number of trainees and steps should, therefore be taken to provide this as early as possible. The Home Science Wings should also have a library of their own and care has to be taken to provide useful books of reference in the library.

Workshop Wing.

54. In November 1954, the Government of India, Ministry of Food and Agriculture, forwarded a scheme for the establishment of a Workshop Wing in one of the Extension Training Centres for imparting training to the Village Blacksmiths, Carpenters and artisans in the manufacture and repair of improved agricultural implements. Accordingly a Workshop Wing was established early

in 1955, attached to the Rural Extension Training Centre, T. Kallupatti. The Wing is designed to impart for the established and new village blacksmiths and carpenters training of a three-fold nature—

(i) to train them in repairs to and maintenance of improved agricultural implements recommended in the area;

(ii) to give them specific training in how to make improved hand tools which the cultivators in the village can purchase for their use; and

(iii) to help them in making for themselves some of the improved equipment required for their Workshops.

55. This Wing trains 20 artisans each year. After successful completion of the training each artisan is expected to go back to his own village and set up a Workshop so as to utilise profitably the experience gained. Financial assistance in the shape of loans are granted to the artisans to enable them to set up the workshop. The artisans while under training are paid a stipend of Rs. 45 per mensem each. Another Workshop Wing will be shortly established at the Rural Extension Training Centre, Bhavanisagar.

56. The Block Development Officers are requested to forward applications of candidates each year who could read and write in the regional language and who has some previous experience in Blacksmithy or Carpentry. Applications are scrutinised by the Principal and the Chief Instructor of the Works' op Wing and trade test is held at the time of the admission. Candidates who are successful at the trade test are admitted for the training. When the artisans go back to their villages after training and establish a Workshop, the agriculturists around will be in a position to get their implements manufactured or repaired to suit their requirements. The Committee feels that adequate steps should be taken to see that the artisans trained in the Workshop Wing establish a Workshop in their village and pursue the profession for which they have been trained. It is understood that some of the artisans are not able to obtain the loan sanctioned by Government in view of their inability to furnish sufficient security. The possibility of providing financial assistance in the shape of loans to all the artisans by relaxing the loan rules, if necessary, will have to be considered. The Workshop Wing, besides imparting training to the artisans, also train the Gramsevikas in the Rural Extension Training Centre, T. Kallupatti, in the repair of some simple agricultural implements. Such a training will be very useful for the Gramasevikas and the Committee feels that similar Workshop Wings may also be attached to the other Rural Extension Training Centres to enable the Gramasevikas of the other Training Centres to acquire a good knowledge in the repair of simple agricultural implements and that provision for the opening of such wings in all Rural Extension Training Centres may be made in the Third

Five-Year Plan. With the opening of such Wings in all Centres it should be possible to ensure that the trainees in each Wing are drawn from a compact area so that the Chief Instructors may "follow-up" their training effectively even after the trainees settle down in their respective villages.

G. RAMACHANDRAN,
Secretary.

Members—

(i) G. VENKATACHALAPATHY.

(ii) T. S. SOUNDARAM RAMACHANDRAN.

(iii) A. GAJAPATHY NAYAGAR.

(iv) K. ARUNACHALAM.

SUMMARY OF RECOMMENDATIONS MADE BY THE SUB-COMMITTEE ON TRAINING.

A. Gramasevaks.

I. *Objectives of the programme of training of Gramasevaks.*—(i) Gramasevaks should be trained to do all the work of a fieldman under the general guidance and control of the subject-matter specialist at the Block Level [Paragraph 8 (1)].

(ii) His training should be so oriented that at the end of it he will be able to do all the work of a Stockman except that he will not himself treat the animals [Paragraph 8 (2)].

(iii) The Gramasevaks training in the sphere of Co-operation should be so adjusted that at the end of it, he will be able to attend to all the promotional work of an Inspector of Co-operative Societies. He should have a thorough knowledge of the rules, regulations of Co-operative Societies and important departmental circulars so that he will be in a position—

(*a*) to assist the villagers in the organisation of credit and other types of Co-operative Societies;

(*b*) to visit a Co-operative Society and advise its members on ways and means of improving its working.

Only special types of Co-operative Societies like House Construction Societies, Weavers' Co-operatives should be outside his purview. He need not necessarily be qualified to audit a Co-operative Society. [Paragraph 8 (3).]

(iv) The Gramasevaks should have a thorough knowledge of the Panchayats Act and Rules so as to be able to guide the small village panchayats in the discharge of their duties. [Paragraph 8 (4).]

(v) The Gramasevaks should continue to have training in the promotional and organisational aspects of health and hygiene. They should also continue to have training in Village Industries and Social Education [Paragraphs 8 (5) to (7)].

(vi) The Gramasevaks should have all the equipment of a Revenue Inspector, but he should not be associated with the collection of and revenue or have control of village officers. A knowledge of basic revenue laws, land tenures and land records at the Village Level is therefore necessary. [Paragraph 8 (8)].

(vii) They should be given some training in the handling of correspondence, maintenance of registers in a Government Department. [Paragraph 8·(9).]

(viii) At the training stage, they should be given the minimum equipment necessary for the lowest level of executive officers in the non-technical departments, viz., Revenue (which is really a General Administration Department), Co-operation and Panchayats so that they may, with further experience, be fittted for more responsible posts in those Departments, his fitness for higher responsibilities being assesed, if need be, by appropriate departmental tests. (Paragraph 10.)

II. *Recruitment of Gramasevaks.*—(i) There should be a preliminary selection of applications for posts of Gramasevaks by a Committee at the District level consisting of the Collector, District Agricultural Officer and a non-official, prominently associated with the Community Development Programme and out of the panels prepared and submitted by those district committees, a State Level Committee should make the selection, after holding a practical aptitude test in any of the Rural Extension Training Centres. The Principal of the Centre shall assist in the final selection of candidates. (Paragraph 13.)

(ii) In any advertisement calling for applications for posts of Gramasevaks; the duties and conditions of service of the Gramasevaks including their future prospects should be clearly set out so that only those who are prepared to accept active outdoor work may apply for the posts. (Paragraph 13.)

(iii) The existing qualification for recruitment of Gramasevaks, namely, a completed Secondary School-Leaving Certificate may stand provided they have secured 40 per cent in the first language and in English and 35 per cent in any two of the remaining three subjects and 30 per cent in the third subject. Those who have passed out the Post-Basic Examination should also be eligible for appointment as Gramasevaks. (Paragraph 14.)

(iv) The present rate of stipend of Rs. 40 per mensem for the Gramasevak trainees may be enhanced to Rs. 45 per mensem. (Paragraph 15.)

(v) The recruitment of Gramesavaks may be restricted to the age group 16—23. (Paragraph 16.)

(vi) Weeding out of unsuitable Gramasevak trainees in the early stages is quite necessary and the progress of trainees should be reviewed by an outside authority like the Assistant Development Commissioner (Training), after the first quarterly examination. (Paragraph 17.)

III. *Syllabus.*—(i) The Heads of Departments concerned should be impressed on the importance of close supervision of the inservice training programme for Gramasevaks for which they are now responsible. (Paragraph 20.)

(ii) The syllabus under Co-operation should be redesigned in consultation with the Registrar of Co-operative Societies so as to enable a Gramasevak to organise, and guide all service Co-operatives, milk supply societies and the like at the village level [vide Rec. A. I (ii)]. The syllabus under Panchayats should be so redesigned in consultation with the Inspector of Municipal Councils and Local Boards that the Gramasevaks have a thorough knowledge of the Madras Panchayats Act and Rules and of all the accounts and records to be maintained by the Village Panchayats [vide Rec. A. I (iii)]. (Paragraph 21.)

(iii) The syllabus should provide for theoretical and practical instructions in the following (paragraph 22.) :—

(1) Chain Survey Manual.

(2) Village Accounts maintained by the Karnam and Village Headman.

(3) Portions of Village Officers' and Ryots' Manual.

(4) Manual of Village Level Workers' records.

(5) Takkavi Manual (portions relating to enquiries into applications for loans and village and taluk loan accounts).

(6) Block Office Manual which is under compilation.

(iv) The draft syllabus may also set out under each subject the objectives of the Training programme. (Paragraph 23.)

IV. *Facilities and Training Aids.*—(i) Immediate steps should be taken to provide the training facilities as per standards prescribed by the Government of India. (Paragraph 24.)

(ii) In particular the agricultural farms attached to the Training Centres at Krishnagiri, Pattukkottai and Aduthurai, should be expanded to enable the trainees to undertake individual plot cultivation and the Centre at Kovilpatti should be provided with a farm. (Paragraph 25.)

(iii) The following facilities may also be provided :—

(a) a dairy unit at the Rural Extension Training Centres, Krishnagiri, Aduthurai, Pattukkottai and Kovilpatti and a poultry and bee-keeping unit at the Rural Extension Training Centres, Krishnagiri and Kovilpatti.

(b) Lecture hall, library and reading room, museum and workshop at the Rural Extension Training Centre, Krishnagiri, and staff quarters at the Rural Extension Training Centres, Kovilpatti and T. Kallupatti.

(c) Adequate drinking water-supply facilities at the Rural Extension Training Centres, Krishnagiri and Kovilpatti. (Paragraph 25.)

(iv) The practice of bringing out a fortnightly publication like the " Saithikathir " at Bhavanisagar is commended for adoption in other Centres also, but this has to be systematised and organised at a higher level. (Paragraph 26.)

(v) The work of preparing suitable literature on agriculture, animal husbandry, co-operation, etc., in regional languages which can be made use of by Gramasevaks and other extension workers, should receive the serious attention of the Departments. (Paragraph 26.)

(vi) The library should be maintained on the " open access system " so that the trainees may acquire the habit of " browsing " some books and choosing for themselves books of interest and value. (Paragraph 27.)

(vii) *Museum.*—Museums should display the various improved implements including plant protection equipment, which the Gramasevaks will be later called upon to popularise and the Gramasevaks should be trained to handle them with ease and competence. Mere models of these implements will not suffice. Samples of fertilisers, insecticides, pesticides and the different improved strains should be kept so that by constant observations, the Gramasevaks may learn to identify and distinguish them. Specimens of local pests and diseases should be collected and displayed, they should bear labels indicating their local names. The suggestion of Dr. Naik that specimens of soil profile may be kept in the museum is also commended. (Paragraph 28.)

(viii) Audio-visual aids should be used on a large-scale in the day to day teaching. Each Instructor should indicate in his notes of lessons the appropriate visual aids to be employed to elucidate particular concepts. Each Instructor should prepare his own audio-visual aids and the Gramasevaks should also be trained in their preparation as they will have to employ them in their daily extension work. (Paragraph 29.)

(ix) It is not necessary to attach a block to a Training Centre and place the Principal in additional charge of the block. The Principal at Bhavanisagar may also be relieved of the block work. (Paragraph 30.)

V. *Staff*.—(i) The Instructors of Training Centres should be selected by a Committee consisting of the Joint Development Commissioner and the Head of the Department concerned with the Deputy Secretary to Government in charge of training as Member-Secretary after interviewing them and after a careful review of their records of service. Only those who have a minimum field experience of three years should be selected as Instructors. (Paragraph 33.)

(ii) The Selection Committee should review the work of the Instructors annually on the basis of special reports to be obtained from the Principals. (Paragraph 33.)

(iii) Frequent changes in training personnel should be avoided. If an Instructor secures a promotion in his parent Department, his service rights should be protected and he should be allowed to continue till the completion of the particular course of training. (Paragraph 34.)

(iv) The Community Development Programme is in future to be entrusted to Panchayat Unions for execution and the Gramasevaks will work under the general control of the Panchayat Unions. They should, therefore, have a thorough knowledge of the working of Panchayats and Panchayat Unions and provisions of the Madras Panchayats Act. The posts of the Instructors in Panchayats should therefore be revived. (Paragraph 36.)

(v) A Deputy Tahsildar with a teaching special pay of Rs. 25 should be appointed in all the Centres to give the Gramasevaks training in survey, land records, revenue work and office procedure. (Paragraph 37.)

(vi) There may be two Instructors in Khadi and Village Industries wherever there is a Home Science Wing attached and in the other Centres, one Instructor in Khadi and Village Industries is sufficient. (Paragraph 38.)

(vii) The Yoga Instructor may be continued. (Paragraph 39.)

VI. *Evaluation*.—(i) Evaluation must be carried out in relation to its objectives and the appropriate curricular activities. (Paragraphs 40 to 44.)

(ii) Staff members should make an effort to study and understand the implication of a sound eveluation programme and apply that in their teaching situation. (Paragraph 45.)

(iii) The practice of evaluation of the training now being made quarterly by the District Agricultural Officer and District Veterinary Officer on the one hand and the Principal on the other is sound and should be continued. Similar joint reviews may be made by the District Officers of other technical departments also and by Officers of technical departments at a higher level such as Deputy Director of Agriculture, Joint Registrar of Co-operative Societies, etc. (Paragraph 46.)

(iv) The revised scheme of examination recently introduced should be kept constantly under review and that the external examination sohuld have 50 per cent weightage, the internal examination should have 25 per cent and the appraisal of work habits, sociability, character development made available through techniques like controlled observation and total records, reports, etc., and reduced in terms of scores should have 25 per cent weightage in the passing minimum. (Paragraph 48.)

VII. *Inspection of Training Centres.*—There is a need for creation of the post of a full time Director of Training, who will organise, supervise and review all the different programmes of training. Provision for this purpose may be made in the Third Five-Year Plan and Government of India also approached for the requisite financial assistance. (Paragraph 49.)

B. Home Science Wings.

(i) Existing qualifications prescribed for the Gramasevikas may stand for the present though it will be preferable to recruit candidates, who have passed the Secondary School-Leaving Certificate Examination and are eligible for the College course. Preference may be shown to those who come from rural areas. (Paragraph 51.)

(ii) Steps should be taken to provide additional buildings and equipments necessary consequent on the increase in the number of trainees. (Paragraph 53.)

(iii) Home Science Wings should be provided with a library of their own and care should be taken to provide useful books of reference in the library. (Paragraph 53.)

C. Workshop Wing.

(i) Adequate follow-up steps should be taken to see that the artisans trained in the Workshop Wing establish a workshop in their villages and pursue the profession for which they have been trained. (Paragraph 56.)

(ii) The possibility of providing financial assistance in the shape of loans to all the artisans by relaxing the loan rules, where necessary may be considered. (Paragraph 56.)

(iii) Workshop Wings may be attached to all the Rural Extension Training Centres, so that the Gramasevaks of all the Rural Extension Training Centres will have the benefit of the Workshop Wing to acquire a good knowledge in the repair of simple agricultural implements. Provision for the opening of such wings in all Rural Extension Training Centres may be made in the Third Five-Year Plan. (Paragraph 56.)

G. RAMACHANDRAN,
Secretary.

(i) G. VENKATACHALAPATHY,
(ii) T. S. SOUNDARAM RAMACHANDRAN.
(iii) A. GAJAPATHY NAYAGAR,
(iv) K. ARUNACHALAM,

Members.

ANNEXURES.

(1)

QUESTIONNAIRE TO BE FILLED UP BY PRINCIPALS OF THE RURAL EXTENSION TRAINING CENTRES.

(Six copies of the Questionnaire should be kept ready and handed over to the Sub-Committee on Training at the time of their visit to the Training Centre.)

A. General.

1 Name of the Training Centre .. .. ..

2 Date of starting .. ..

3 Capacity of the training centre .. .. ..

4 Whether the Centre functioned as a Basic Agricultural School/Wing or as Extension Training Centre prior to the introduction of the integrated course of training.

5 Date on which the integrated course came into effect.

6 Date of commencement of the present course ..

7 Date on which the present course will conclude ..

B. Trainees.

1 What is the total number of trainees trained so far ?

2 The number of trainees undergoing training in the present batch to be shown under the following groups :

(i) Direct recruits (excluding political sufferers and Ex-servicemen).

(ii) Direct recruits—Political sufferers .. ..

(iii) Direct recruits—Ex-servicemen .. ..

(iv) Candidates selected from other Government Departments.

Total .. ________

3 Is the present method of recruitment in your opinion satisfactory ?

4 Are the present qualification suitable to enable the trainees to follow the instructions ?

5 Do the present age limits require any revision ?

C. Staff.

1 Give details of the staff sanctioned together with scale of pay.

2 Whether any post is kept vacant? and give details of posts that are vacant.

3 Please furnish the following particulars in respect of staff in position in the Centre?

Name and designation.	*Age.*	*Educational qualification.*	*Field experience.*	*Date of joining.*	*Particulars of special training undergone.*	*Remarks.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)

4 Whether the staff is fully qualified to handle the various subjects?

5 Whether all the members of the staff profitably utilise the time available at their disposal?

6 What are the extra-curricular activities in which the staff members participate?

7 Is there any tutorial system followed and whether the staff-trainee relationship is cordial?

8 Are staff meetings held? If so, give number of staff meetings held during this year from 1st January 1958 to date.

D. Facilities.

1 What buildings are available for the training centre—

	No.	*Size.*
(*a*) For class room		
(*b*) For hospital including Kitchen and dining hall		
(*c*) For residences of teaching staff		
(*d*) For museum, library and reading-room ..		
(*e*) For storing of farm produce and other equipment, etc.		
(*f*) Any other		

2 What main equipment is available—

(*a*) For demonstration .. ..

(*b*) For teaching .. ..

(c) For transport .. ..

(d) For audio-visual work .. .. ..

(e) Any other training aids .. .. ..

3 Is there a farm attached to the Centre and if so, the extent ?

4 Are there adequate facilities such as Agricultural implements, bullocks and irrigation facilities for the farm

5 Are there a nursery and orchard?

6 What are the training facilities available for providing training in :—

(a) Veterinary Science .. ..

(b) Dairy .. ..

(c) Poultry .. ..

(d) Fisheries .. ..

(e) Bee-keeping .. ..

(f) Few village industries of the area ..

(g) Horticulture and fruit preservation ..

7 Has the training centre been provided with—

(a) A library .. ..

(b) Reading-room .. ..

(c) Workshop .. ..

(d) Museum .. ..

8 Is the drinking water-supply enough ? .. ..

9 Has the training centre been provided with the necessary sanitary facilities ?

E. Contents and methods of training.

(a.) *Syllabus*:

1 Do you recommend any additions or alterations in the prescribed syllabus ?

2 How many hours in a week are given to—

(a) Class room study .. ..

(b) Practical work at the Campus .. ..

(c) Practical work in the field .. .. ..

(d) Other activities .. ..

3 Are there any difficulties in covering the syllabus?

4 Do the staff keep well prepared outlines of their part of the curriculum ?

5 Do the block staff co-operate with the training centre in providing adequate opportunities for field work of the trainees ?

(*b*). ***Inspection :***

1 Has the Centre been inspected by any Officer during the course of the current year and if so, furnish the names and designations of the Officers who inspected the Centre ?

2 The suggestions, if any, made by the Inspecting Officers for improving the training programme.

3 Whether the suggestions have been implemented?

(*c*) *Evaluation of trainees* :

1 What is the method of evaluation of the individual performance of the trainees during and at the end of the training period ?

2 Is any record kept of continued evaluation by Inspectors during the entire training period ?

3 Is the trainee informed of his shortcomings to enable him to improve ?

4 Any special assistance given to trainees who are not up to the mark ?

5 Is the follow-up work done regularly to assess the achievements of village Level Workers in the field ?

6 Have any changes in the training programme been made as a result of experience from the follow-up work ?

(2)

[G.O. Ms. No. 2432, Public (Rural Development Projects), dated 8th September 1958.]

At the first meeting of the State Informal Consultative Committee held on 10th April 1958, it was suggested, that a sub- committee should be constituted to go round the training institution and suggest ways and means to improve the training programme. The Government have examined the above suggestion and direct that a sub-committee be constituted with the followiing as members :—

(1) Dr. (Srimathi) T. S. Soundaram Ramachandran, M.L.A., Gandhigram Post, Dindigul taluk, Madurai district.

(2) Sri A. Gajapathy Nayagar, B.A., B.L., M.L.C., 87, Venkatesapuram, Ayanavaram, Madras-23.

(3) Sri K. Arunachalam, Tamilnad Sarvodaya Mandal, Gandhiniketan Ashram, T. Kallupatti, Madurai district.

(4) Sri G. Venkatachalapathy, Joint Development Commissioner, Madras-9.

The sub-committee will visit the Rural Extension Training Centres including the Home Science Wings and the Workshop Wing, examine in detail the working of these Centres and make suitable recommendations with special reference to the following points :—

(*a*) Method of selection of trainees.

(*b*) Content of the training.

(*c*) Organisation of the training programme.

(*d*) Inspection of the training Centre.

(*e*) Evaluation of the training programme.

The sub-committee will complete the inspection of the Centres within 3 months from the date on which it is constituted. Sri G. Ramachandran, I.A.S., Deputy Secretary (Training), Public (Rural Development) Project Department will be the Secretary of the sub-committee.

2. The sub committee will be treated as a first-class Committee for purposes of drawal of travelling allowance by the non-official members of the sub-committee. The travelling allowance bills of members of the State Legislature should be forwarded to the Secretary to the State Legislature Department, Madras, for countersignature. The Secretary of the sub-committee will be the countersigning authority in respect of the travelling allowance bills of Sri K. Arunachalam.

3. The expenditure should be met by the State Government and debited to "63. B. Community Development Projects, National Extension Services and Local Development Works (i) Community Development Projects—a. Supervision—3. Allowances."

(By order of the Governor)

G. VENKATACHALAPATHY,
Joint Secretary to Government.